



COMMUNICATIVE SITUATIONS IN TEACHING FOREIGN LANGUAGES

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Annotation

This article argues that the effectiveness of such a process of modeling communicative situations in foreign languages depends on the pedagogical and methodological capacity of the teacher who planned it, and then on the new approach to curricula and textbooks. This, in turn, means that the purpose of education is not to teach the language system, but to teach speech actions in the language, and on this basis to teach communication.

Today, the methodology of teaching foreign languages is reflected in the technology of teaching communication, which is recognized as a priority in the world. The difference between the communicative approach, which leads to effective results in the teaching of a foreign language in many European countries, differs from traditional teaching in that it focuses on teaching communication, the main function of language - mutual learning. The main purpose of this is to teach students to communicate in a foreign language using a complex of linguistic, psychological, didactic, methodological factors, tools and methods promoted by various disciplines, which help students to effectively organize learning activities. [7, p.9-18].

Teaching to communicate in a foreign language involves modeling communicative situations by adapting them to the speech needs of the learners.

The effectiveness of such a process depends first of all on the pedagogical and methodological potential of the teacher who planned it, and then on the basis of a new approach to curricula and textbooks. This, in turn, defines the purpose of education not as the teaching of the language system, but as the teaching of speech movements in that language, and on this basis the teaching of communication.

Today, it is found that mastering the language system, its grammatical rules, does not help to master the language at the level of communication, even if some linguistic skills and abilities are formed in this regard. Thus, when we define the goal of foreign language teaching as teaching to communicate in a foreign language, the methodological, psycholinguistic, linguodidactic bases of organizing communication through paired or group activities of students through communicative tasks





appropriate to the speech needs of students and the communicative situations based on them. we will have to rely on the means.

According to specialists in this field IL Bim, OV Afanaseva, OA Radchenko, such an approach to teaching communication in foreign languages creates a series of communicative situational tasks that increase the effectiveness of foreign language teaching, specification of communication topics, mastering the material of communication. requires the re-creation of programs, textbooks on the basis of a communicative approach [4., p.13-14]. The fact that many methodological researches in our country still focus on teaching lexical and grammatical aspects of the language, the fact that our educational institutions are still taught in audio-visual methods in the foreign language system, makes our future specialists who have been teaching foreign languages for decades unable to communicate in foreign languages. According to the Russian scholar SG Ter-Minasova, "one of the reasons why our practice of teaching foreign languages is not sufficiently effective is that our teaching process is focused on mastering the language system" [10, p.99]. According to the well-known linguist AM Bushuy, it is possible to learn a foreign language without mastering its system, but mastering the language system does not lead to mastering it at the level of communication. 30.]

This should not lead to the idea that the teaching of grammatical rules in the process of teaching communication is denied.

The communicative approach does not negate the teaching of grammatical material but rather implies its teaching through a functional approach. [2., p.7-8; 3., p.22-23]. Many foreign studies promote the idea of minimizing the content of education for teaching communication in foreign languages, organizing it on the basis of blocks of speech, tailored to the communication needs of students. [! 7. c.30-31]

Such an idea was once put forward by the Russian Methodist scholar VL Scalkin. According to him, "speech topics are speech units composed of communicative situations based on this topic, encouraging students to express themselves, communicators expressing the relationship of students to the situation" [9., .p.43]

Therefore, in the teaching of communication, the issue of specifying the topics of speech for each stage of education, the creation of curricula and textbooks based on them is also on the agenda. In determining the topics of communication, taking into account the needs of students to communicate is recognized as an important factor that stimulates interest in learning the material, leads to a sense of the practical importance of knowing a foreign language. This process requires taking into account the age and individual characteristics of students, the use of new pedagogical technologies that ensure the naturalness, emotionality of speech situations. [14., p.4-





5; 15., c.19-29] . The formation and improvement of students' communication skills and competencies is organized in the process of teaching and strengthening new communication material, speech movements. Research has shown that the organization of the learning process depends on the implementation of the following strategies:

1. Assignments mastered in communicative situations should lead students to form practical ideas about why the material of speech is studied, how it can be used in speech situations, which is the function of speech movement in the language system.

[8. , p.15-17]

2. Students should be familiar with the guiding principles (rules of speech movement) for the application of the communication material to be studied in the speech process.

[5., p.73-79; 11., p.63-68]

3. Training to perform communicative tasks should ultimately lead to the formation of skills and competencies appropriate to communicative situations and speech needs.

[7., p.9; 8., p.15-17; 12., c.11-14]

4. Students should be able to express opinions (attitudes) on the studied material and apply them at the level of writing. [13., c.20-28]

Minimizing speech topics, teaching them on the basis of communication blocks containing lexical, grammatical material, teaching the subject through communicative tasks tailored to students 'speech needs, using a complex of audio-visual, nonverbal and emotional means of shaping students' interests, attitudes to the subject. principles.

Uzbek scholars Y. N. Abdullaev and A.M.Bushuy suggest the following communicative minimum in minimizing the topics of speech: 1. socio-cultural; 2.social, 3. educational; 4. Fiction; 5. mass media; 6.fan; 7. office work; 8. correspondence; 9. Speech situations on the topic of public performances (cinema). [1., p.33]

As can be seen from the above classification, communication topics can be divided into topics related to students 'speech, life needs, and topics focused on acquiring knowledge.

Topics based on speech situations that encourage students to express themselves in everyday life include: 1. My family; 2. My working day; 3. My day off, 4. My biography; 5. Weather; 6. School; 7. In the library.; 8. In the kitchen (national dishes); 9. Fruits and vegetables; 10. Sports (games); 11.Kino ; 12.Teatr; 13 Seasons; 14. Holidays; 15. My friend; 16. Animal world; 16. In the hotel; 17. Our city (village); 18 Travel; 19. My favorite writer.

Communication situations designed to enhance general knowledge usually include socio-political, ethnographic speech situations. For example, the sights of London, the



natural geographical conditions of England; medicine, education, art, our constitution, etc. in foreign countries. The fact that such speech situations are studied in the native language in the lessons of history, geography, social sciences leads to their mastery as a material of communication in a foreign language, the expansion of students' knowledge, worldview. But as the lexical material on the subject is not constantly used by students in daily life, it soon becomes a passive lexicon, or disappears from their memory altogether. In addition, in order to communicate freely on such topics, it is necessary to fully master the lexical, grammatical material of speech situations used in everyday life, to serve as a basis for communication.

It is well known that a person's speech activity is governed by the emotions that arise in different speech situations. Such emotions are caused by the need to be emotionally affected by the process of hearing, seeing, and observing the thoughts of others, and to express a positive, negative, or neutral attitude toward them.

Such a physiological feature of human consciousness and perception can be effectively used in the process of teaching communication in foreign languages. Consequently, the task of ensuring the emotionality of the teaching material and communicative tasks in the creation of textbooks also arises from this.

One of the main conditions for the use of emotional means of communication in the process of teaching communication is the organization of communication in pairs or groups, the organization of collaborative learning activities of students.

Such communicative tasks that teach verbal actions on a topic are created through the use of multiple repetitions, verbal and nonverbal means (emotional vocabulary, interesting pictures, facial expressions and gestures, pantomime, jokes, riddles, games, music and singing) that provide the emotionality of such repetition.

The content of communication topics requires its systematic organization, harmonization with phonetic, lexical, grammatical material, as well as the issue of time (lesson hours) allocated to each topic of speech and the lexical-grammatical material in them. For example, traditional textbooks provide 2-3 hours of pronunciation, lexical and grammatical skills training on one topic, while communication lessons offer 6-10 hours of lexical and grammatical skills training.

This involves organizing the learning process on the basis of speech topics divided into blocks, in the process of which the student begins to communicate on the topic, fully mastering the lexical, grammatical material related to it. Thus, in the 80 hours allocated to each stage of education in one academic year, at least 10 speech topics will be mastered at the communication level, instead of 30-40 speech topics as in traditional textbooks.





One of the main shortcomings of the textbooks used in the process of traditional teaching of foreign languages is that the speech topics included in them do not correspond to the speech needs of learners, communicative situations. The dialogue organized on such textbooks is based only on questions and answers between the teacher and the student, and the exercises organized for reinforcement are mainly aimed at performing the lexical-grammatical material on the topic in writing.

Results: As a result, the study material is not mastered at the level of communication, free exchange of ideas, attitudes. One of the main reasons why it is not mastered at the level of communication is that 1-2 hours are allocated for mastering each topic in the curriculum.

It is gratifying that in recent years, textbooks for secondary school students published in the country and abroad, such as "Fly High English" (2009), "Happy English 2" (1997), "Bonjour la France" (2002) were created on the basis of speech blocks based on a communicative approach. But here we also see different approaches. For example, the English textbook Fly High English (2009) provides 8 hours of lessons for each block, while the French textbook Bonjour la France (2002) provides 4 hours of lessons for each block, which is enough to fully master the communication material. not. The first lessons in such textbooks are to explain and demonstrate the lexical material on the topic of speech in the block, to reinforce them in real speech situations, to reinforce the learned lexical material by working in pairs and groups through communicative tasks. Also, if the use of new pedagogical technologies in textbooks, the means of emotional influence in the organization of communication, interactive methods in the organization of activities, the technology of collaboration would be further improved, the effectiveness of communication in foreign languages would increase.

The introduction of new textbooks in the practice of foreign language universities, taking into account the national characteristics of Uzbek students, has opened up new opportunities for teachers to abandon the textbooks published in Russia and increase the effectiveness of foreign education. would be. However, it is unfortunate that surveys of school teachers have shown that such textbooks are very difficult for teachers to become accustomed to using traditional teaching methods and techniques. Therefore, there is a need to further improve the organization of the educational process on the basis of modern pedagogical technologies, both in the training and professional development of foreign language teachers.





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